DOCUMENT RESUME

ED 186 140 PS 011 437

TITLE Child Development Asscciate. Nutrition for Young Children.
INSTITUTION Eastern Oklahoma State Coll., Wilburtcn.; Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junicr Coll., Midwest City, Okla.
SPONS AGENCY Office of Child Development (DHEW), Washirgton, D.C.
PUB DATE [76]
GRANT DHEW-OCD-6-C-15
NOTE 118p.; For related documents, see PS 011 430-436 and PS 011 438-447.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Behavior Problems; *Child Caregivers; *Competency Based Teacher Education; Day Care; Early Childhood Education; Food; Learning Activities; *Nutrition; Postsecondary Education; Preschool Children; *Preschool Teachers; Resource Units; Teacher Responsibility; *Training
IDENTIFIERS *CDA; Child Development Associate; *Menu Planning

ABSTRACT

One of a series of 18, this Child Development Associate (CDA) training module provides a guide tc planning and preparing nutritious meals for children. Experiences which promote positive nutrition and mealtime habits are also included. Upon completion of this module the CDA trainee is expected to be able to plan, prepare, and serve balanced meals and snacks, teach children tc select foods needed for a balanced diet, teach food, nutrition and mealtime concepts in planned and incidental learning experiences, make records of and reports to parents about children's eating habits, provide a physically and psychologically positive mealtime environment and alleviate causes of disruptive behavior in individual children. Early sections of the module define terms and suggest a procedure by which trainees can evaluate their strengths and weaknesses. Subsequent chapters discuss basic nutritiCn, effects of nutrition on young children, menu planning, the mealtime environment, mealtime problems, supplemental foods, foods in the curriculum, and activity development. The module also provides 20 learning activities, ranging from resource unit development tc constructing recipe charts, for the CDA trainee. Supplemental bccks, pamphlets, films, filmstrips and children's books are listed. (BH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED186140

CHILD DEVELOPMENT ASSOCIATE

PS011437

Nutrition for Young Children

OKLAHOMA C.D.A. ADVISORY COUNCIL AND OSCAR ROSE JUNIOR COLLEGE

CHILD DEVELOPMENT ASSOCIATE

The Child Development Associate Pilot Project, funded by the U. S. Department of Health, Education and Welfare, Region VI, Office of Child Development, was awarded to Eastern Oklahoma State College in the fall of 1973, where during the next two years, draft materials for competency-based training was developed. In the fall of 1975, Oscar Rose Junior College was contracted to review and revise the materials for publication. The following individuals have provided the expertise and assistance for completion of the Oklahoma Child Development Associate curriculum materials.

OKLAHOMA CHILD DEVELOPMENT ASSOCIATE POLICY ADVISORY COUNCIL 1973-76

Mayme Jackson, Chairperson 1973-76
Sally Augustine 1973-76
Marcie Banks 1975-76
Anita Buford 1975-76
Faye Campbell 1973-76
Jake Civis 1975-76
Henry E. Draper 1973-76
Wanda Draper 1973-74
Maxine Edwards 1974-76
Tom English 1973-75
Florence Frank 1973-75
Shirley George 1973-74
Peggy Gonzalez 1975-76
Jo Graham 1973-74
Mildred Harding 1973-75
Jeanette Henson 1973-75
Betty Holland 1975-76
Connie Kagan 1975-76
Bob Keck 1975-76
Betty Kerr 1975-76
Ann Lassetter 1975-76
Judith Lucus 1973-75
Della McCulloch 1973-76
Donna Milburn 1974-76
Mary H. Nelson 1975-76
Ruth Dunn Ray 1975-76
Joy Roye 1975-76
Virginia Stanley 1973-75
Betty Stratton 1975-76
Sherrie Taylor 1975-76
Joyce Thompson 1974-76
Vernetta Thur 1973-76
Jack Wagner 1975-76
James Wahpepah 1975-76
Gerald Williams 1974-75
Wanda Wilson 1973-74
Gary Witt 1974-75
Eugenia M. Zallen 1974-76

OSCAR ROSE JUNIOR COLLEGE 1975-76

Susan C. Loveless, Project Director
Sue Williams, Child Development Specialist
Jane Thomas, Child Development Specialist
Dolores Stegelin, Child Development Specialist

EASTERN OKLAHOMA STATE COLLEGE 1973-75

Dale Chlouber, Project Director
Dixie McKinzie, staff 1973-75
Mary M. Dunkin, staff 1973-74
Barbara Ross, staff 1974-75
Pamela Hill, staff 1974-75
Lynn DuChateau, staff 1974-75

This document was developed pursuant to Grant Number 6-C-15, of the Office of Child Development, Office of Human Development, U. S. Department of Health, Education and Welfare. Points of view and opinions stated herein are those adopted by the Oklahoma Child Development Associate Policy Advisory Council and are not necessarily representative of official Office of Child Development opinion or policy.

TABLE OF CONTENTS

Chapter	Title	Page
I	Introduction	1
II	Definitions of Terms	3
III	Self-Evaluation	4
IV	Basic Nutrition	5
V	Effects of Nutrition on Children	10
VI	Menu Planning	16
VII	Mealtime Environment	26
VIII	Mealtime Problems	30
IX	Supplemental Foods	40
X	Foods in the Curriculum	45
XI	Activity Development	52
XII	Learning Activities	56
XIII	Supplemental Materials	94

CHAPTER I

INTRODUCTION

RATIONALE

Nutrition is vital to the development of preschool children. A knowledge of nutrition is essential for the individuals in a child development center where they are responsible for the health and welfare of each child served.

Teachers in a child development center should be committed to the development of the whole child, which means, they must develop the ability to plan and prepare nutritious meals for children and to provide experiences in the curriculum to promote positive nutrition and mealtime habits with respect to the child's home situation and developmental level.

Once teachers understand the basic principles of nutrition and their application to the child's development, and can convey these to the child, they will be better able to contribute to the total growth and development of the child.

Accomplishment of the objectives in this area will foster the individual's development of the following competencies as defined by the Child Development Associate Consortium:

Competencies:

I. Establishes and maintains a safe and healthy learning environment.

II. Advances physical and intellectual competence.

OBJECTIVES

Upon completion of this area the trainee will be able to:

1. Plan, prepare, and serve balanced meals and snacks for children in individual and group situations.

2. Teach children to select the foods needed in a daily balanced diet through mealtime and special activities.

3. Plan, present, and evaluate learning experiences with children concerning food, nutrition, and mealtime concepts.

4. Record on health records, significant information regarding each child's eating habits.

5. Present and evaluate incidental learning experiences with children concerning food, nutrition, and mealtime concepts.

6. Demonstrate the importance of nutrition to children's development by systematically reporting such information about them to their parents.

7. Provide a positive mealtime environment, both physical and psychological. Do develop positive eating habits in children.

8. Demonstrate the importance of supplementary foods and snacks to the diets of children through providing nutritious snacks daily.

9. Demonstrate the ability to promote positive eating habits by alleviating causes of disruptive behavior in individual children.

CHAPTER II

DEFINITIONS OF TERMS

1. Calorie---A measure of heat or energy.

2. Cook---Preparation of food for eating, usually by applying heat.

3. Cycle menus---Set of carefully planned menus which cover from two to six weeks and then the set is repeated.

4. Diet---Total foods eaten by an individual or group.

5. Empty calorie---Calorie in foods which provide energy and no other nutrients.

6. Food---Plant and animal products eaten by animals to maintain body functioning.

7. Health---State of physical, mental, and social well-being.

8. Malnutrition---Nutrition problem created by eating too much and too little of the nutrients or exclusion of necessary nutrients in the diet.

9. Meal---Portions of food served and/or consumed at one time.

10. Mealtime---Usual time at which a meal is served.

11. Mealtime problem---Behavior of children which interferes with their eating during mealtime.

12. Metabolism---Sum of the chemical changes that occur in the body as food is digested, utilized, and excreted or stored.

13. Nutrients---Chemical substances in foods which are utilized by the body after digestion.

14. Nutrition---Science of food and its uses in the body.

15. Snack---Supplementary food taken between meals to satisfy nutritional and energy needs.

CHAPTER III

SELF-EVALUATION

To determine your competence in this area, read through the rationale and objectives in Chapter I and check those which you can perform successfully. This will provide an indication of your strengths and weaknesses.

Discuss this evaluation with the trainer/supervisor to determine the classroom and field experiences that will enable you to demonstrate competence in each objective.

If your self-evaluation and interview indicate that you can demonstrate competence in each objective, request an advanced-standing examination from your trainer.

CHAPTER IV

BASIC NUTRITION

RATIONALE

The health of a child affects all areas of development. Furthermore, good health is directly dependent on adequate nutrition. A teacher of young children must possess a basic understanding of nutrition to assure that nutritional needs are met at the school and to provide learning activities which will encourage a lifelong fulfillment of nutritional needs.

Some preschool programs have addressed themselves to the problem of under-nutrition by making nutrition an important part of the program. Teachers in such programs need a basic understanding of nutrition.

No activity with preschool children is more emotionally-toned than mealtime. It creates an emotional and social bond between teacher and child. Children learn attitudes so vicariously, and so thoroughly that teachers must have the appropriate attitudes toward nutrition and food.

ESSENTIAL CONTENT INFORMATION

I. Principal Functions of Nutrients in Food:

- A. Provide energy (fuel).
- B. Build, repair and maintain body tissue.
- C. Protect and regulate the body.

II. Basic Nutrients and Their Function:

- A. Protein
  - 1. Builds and repairs tissue.

2. Forms an important part of enzymes, hormones, and body fluids.

3. Supplies energy when carbohydrates and fats are not present.

B. Carbohydrates

1. Supply food energy (fuel).

2. Help the body use fat efficiently.

3. Spare protein for building and repair.

C. Fats

1. Supply food energy (fuel).

2. Supply essential fatty acids.

3. Help the body use other nutrients.

D. Minerals

1. Help to produce body-building materials for bones, teeth, and other tissues.

2. Regulate body processes.

E. Vitamins

1. Promote growth.

2. Maintain good health.

3. Regulate body processes.

F. Water

1. Becomes an important part of all cells and fluids in the body.

2. Carries nutrients to and waste from cells in the body.

3. Aids in digestion and absorption of food.

4. Helps to regulate body temerpature.

III. Primary Sources of Nutrients---Basic Four Food Groups:

A. Milk and milk products.

B. Meat, fish, poultry, eggs.

C. Vegetables and fruits.

D. Breads and cereals.

IV. Relationship of Nutrients, Foods, and Nutrient Function:

Nutrient	Function in Body	Primary Food Group
Carbohydrate	Provide energy	Bread and cereal
Fat	Provide energy	Meat; milk products
Protein	Build and repair	Meat; milk
Vitamin	Protect and regulate	Fruits and vegetables, meat, milk
Minerals	Protect and regulate	Fruits and vegetables
Water	Protect and regulate	All food groups.

V. Steps in the Metabolism of Nutrients:

A series of complex steps in the digestive process occur before food releases its nutrients for use by the body. Additional reactions occur as nutrients participate in body activity. Metabolism is used to designate the sum of the chemical changes that go on in the body as food is made into body tissues, energy is produced, and body tissue is broken down. Most nutrients proceed in the following steps for use by the body.

A. Ingestion---Intake of food into the body.

B. Digestion---Breaking down of food for use by the body; occurs in the gastrointestinal tract which includes the mouth, stomach, intestines and colon. The end product of digestion is the absorption of nutrients.

C. Excretion---Elimination through the rectum of waste products of food not utilized by the body.

D. Absorption---Passage of nutrients through the walls of the small intestine into the circulatory system.

E. Distribution---Carrying nutrients throughout the body by the circulatory system (blood or lymph).

F. Utilization---Nutrients are used by the body to:

1. Satisfy an immediate need.

2. Store for future use in their present form.

3. Enter into reactions to be used in other forms.

VI. Caloric Needs:

A. The amount of calories needed to maintain the energy level and appropriate weight of an individual varies according to differences in age, sex, activity, and body size.

1. Children require more calories per pound than adults because of higher growth rate and activity level.

2. Men usually require more calories than women because of greater tissue makeup of the male body, larger bodies, and often higher energy level.

3. The more active an individual, the more calories needed.

4. The larger the body, the more calories needed for its activities.

B. Effects of caloric intake:

1. One pound of fat has the energy value of about 3,500 calories.

2. When the amount of food eaten supplies the number of calories required to meet our energy needs, weight does not change.

3. When more food is eaten than required to meet the energy needs, the excess is stored in the body as fat, and weight is gained.

4. To gain a pound of fat, one must deposit 3,500 calories more than needed to maintain a constant weight.

5. When too little is eaten to meet energy needs, body fat is burned (oxidized) to release energy to make up for the shortage and weight is lost.

6. To lose a pound of fat, one has to "overdraw" energy account 3,500 calories.

CHAPTER V

EFFECTS OF NUTRITION ON YOUNG CHILDREN

RATIONALE

Meeting the nutritional needs of young children is essential to their total growth. It is the teacher's responsibility to provide an environment conducive to sound nutritional practices, to develop in children a positive attitude toward food, and to facilitate present and future nutritional well-being.

The teacher should be able to recognize the characteristics of a well-nourished child and be able to identify various types of nutritional problems as well as the cause and effects of these problems on the developing child.

ESSENTIAL CONTENT INFORMATION

I. Facts About Food:

A. Learning to eat foods which supply adequate nutrients to function and grow is one of the most important skills a child masters in preschool years.

B. Everything in the human body was once in food or came from food through the mother's body. Food becomes the size, blood, bones, brain, strength, energy, stamina, emotional stability of the body. Starting as a single cell, growing to present size, and in future growth---food becomes the person.

C. Food is the way your body gets its nutrition. The foods eaten may be an asset or a handicap.

D. Influences on nutrition and food intake:

1. Cultural background.

2. Socio-economic group.

3. Psychological attitudes toward food.

4. Availability.

5. Heredity.

6. Parents.

7. Individual differences.

8. Health factors.

II. Nutrition for the Developing Child:

A. Establishes future health patterns.

B. Helps prevent impairment of growth in the total development of the child.

1. Good physical health is essential in the learning process and in social, emotional, and physical development.

2. Adequate nutirtion can help to assure good physical health.

III. Characteristics of a Well-Nourished Child:

A. Healthy--free from disease.

B. Within the normal range of height and weight for his age.

C. Consistent growth pattern.

1. Each child has an individual growth pattern.

2. Do not compare one child with another.

D. Teeth free from excessive dental caries.

E. Few illnesses or colds.

F. Adequate energy for daily activities.

G. Alert and interested in what goes on around him.

H. Radiant, smooth skin.

I. Clear, bright eyes.

IV. Major Nutritional Problems:

A. Types of Nutritional Problems:

1. General undernutrition:

a. Lack of adequate nutrients.

b. Marasmus---Partial starvation or gross calorie deficiency characterized by "old man" face and shriveled muscles.

2. Over or under intake of specific nutrients either in quantity or quality.

a. Anemia---Inadequate intake of good protein, iron, or certain vitamins.

b. Blindness and/or eye conditions leading to blindness---Lack of vitamin A.

c. Skin conditions---Lack of riboflavin, niacin, or vitamin A.

d. Kwashiorkor---Severe lack of protein but diet high in starch.

e. Underweight or overweight---Too little or too many calories.

V. Causes of Nutritional Problems:

A. Lack of nutrition education.

Ignorance about food, food purchasing, and food preparation are major causes of malnutrition.

B. Low-income level.

Undernourishment or malnutrition is prevelant among low-income levels because the clothing and shelther take all the money available, so adequate food cannot be purchased.

C. Poor food habits.

Malnutrition is not only a poor person s disease. Middle and upper income families suffer from nutrition problems because of poor food habits.

D. Lack of proper and adequate food supply.

1. Many developing countries lack the necessary resources to feed the people adequately.

2. It is estimated that seventy percent of the children in these countries suffer from some form of malnutrition.

3. Food shortages are present in all countries at this time.

VI. Effects of Poor Nutrition on the Developing Child:

A. Prenatal development.

1. Malnutrition may cause irreversible damage to the brain development.

2. Individuals malnourished before birth may persist in maldevelopment after birth.

B. Postnatal development.

1. Intellectual---Severe protein deprivation in early childhood, from birth to 18 months, inhibits brain development.

2. Physical---Body growth, rate of maturation, and ultimate body size may be affected.

3. Social/emotion---Hunger and maiginal malnutrition affect behavior in preschool children.

   a. Frequent absenteeism.

   b. Apathetic behavior; lack of initiative.

   c. Incapable of responding to learning situations.

   d. Low energy and/or frustration level.

   e. Disruptive behavior.

VII. Characteristics of a Poorly Nourished Child:

A. Dullness, listlessness, chronic fatigue, and failure to concentrate.

B. Dull and broken hair.

C. Dark sunken circles under eyes.

D. Abnormal eye conditions.

E. Spongy, bleeding gums.

F. Pale loose skin.

G. Flabby muscles.

H. Poor posture (protruding stomach).

I. Finicky, poor appetite.

J. Poor digestion.

K. Overweight or underweight.

L. Drawn facial expression.

M. Irritable nervous.

IX. Building a Sound Nutritional Program for the Children:

A. It is imperative that a sound nutritional program be established in the preschool because it helps young children form lifelong eating patterns which affect their own future development and the future development of their children.

B. Offer well-balanced meals which at least meet the United States Recommended Daily Allowances (RDA) as defined by the Department of Agriculture.

C. Make meals attractive and appealing to children.

D. Provide learning experiences with food.

E. Provide congenial, unhurried, and friendly atmosphere at mealtime.

F. Incorporate learning experiences on nutritional concepts in the curriculum.

G. Provide nutrition education for teachers, parents, and children.

H. Include nutritional status on health records.

1. Note characteristics of poor nutrition.

2. Weigh and measure children monthly and record the data. Children should show a gradual gain in height and weight. When a child fails to make the expected gain or makes an excessive one, the food intake should be checked.

CHAPTER VI

MENU PLANNING

RATIONALE

Child care centers must provide adequately nutritious meals, usually at a low cost. At the same time, the meals must be attractive, appealing, and consistent with the developmental characteristics of young children.

To meet all the mentioned requirements, menus must be carefully planned in advance and rotated. Menu planning is dependent on one's ability to apply nutrition knowledge.

ESSENTIAL CONTENT INFORMATION

I. Importance of Weekly Menu Planning:

- A. It provides a balanced diet.
- B. It better utilizes resources and facilities.
- C. It is more economical in both time and cost factors.
- D. It provides a larger variety of foods.
- E. It provides records of the likes and dislikes of the group.

II. Schedule for Menu Planning:

- A. Set up a place.
  - 1. Use an office, if available, or a quiet space in the kitchen or dining area.

2. Equipment.

a. Desk or table and chair.

b. Good lighting.

c. File cabinet or shelves with recipes and reference material.

B. Schedule a time.

1. Set aside a specific day and time to be free of interruptions.

2. Allow adequate time to:

a. Review previously-served menus.

b. Study the food inventory.

c. Study current food prices and reports on currently plentiful foods.

d. Plan menus two weeks to one month ahead of time.

e. Determine quantities of food needed.

f. Prepare market order.

g. Determine whether total food expenditures are within allowable budget.

h. Review and evaluate menus.

III. Planning a Menu:

A. What to include:

1. All foods for each meal and each supplement.

2. Method of preparation.

3. Size servings.

4. Substitute foods of comparable nutritional value.

5. Finger foods as often as possible.

6. Plan simple menus.

7. Plan for two weeks to one month ahead.

B. Food group needs for each meal or supplement:

1. Breakfast

a. Juice or fruit.

b. Cereal or bread.

c. Milk.

d. Other food.

2. Morning supplement

a. Milk or juice.

b. Bread or cereal.

3. Lunch or supper

a. Meat or alternate.

b. Vegetables and/or fruits.

c. Bread.

d. Butter/margarine.

e. Milk.

f. Other foods.

4. Afternoon supplement

   a. Milk or juice.

   b. Bread or cereal.

5. Suggested menu plans.
   (See page 24)

C. Menu acceptability to children.

1. Creative menu planning calls for originality and imagination.

2. Those responsible for food service in child care centers should provide the opportunity for children to learn to eat and enjoy a variety of nutritious foods.

3. Food must look appealing and be acceptable to children.

4. Meals must be planned for children rather than adults.

D. Plan for variety.

1. Include a variety of foods each day and from day to day.

2. Serve a variety of meal types.

3. Use a variety of preparation methods for the same food.

4. Use a variety of preparation methods for different foods in the same menu.

5. Include food combinations most acceptable to the children.

6. Introduce one new food on any given day.

E. Plan for contrast.

1. Use contrasting sizes and shapes of different foods in a menu.

2. Use contrasting textures in a menu.

3. Use contrasting flavors in a menu.

   a. Use combination of mild flavors with stronger ones.

   b. Serve strong-flavored vegetables only occasionally and in small amounts.

   c. Use seasonings sparingly.

4. Use contrasting temperatures.

   a. Include some hot and some cold foods in a single menu.

   b. Serve more hot foods in cold weather.

   c. Serve more cold foods in warm weather.

5. Use contrasting colors.

   a. Use color combinations that blend well.

   b. Use colorful foods in combination with those of little or no color.

   c. Use at least one or two colorful foods in each menu.

F. Plan for ease of handling.

1. Serve foods in form young children can manage easily.

2. Serve "finger foods" often; at least one or two in each meal when possible.

G. Special considerations.

1. Plan menus that include regional, cultural, and individual food preferences of children.

2. Plan foods which have a festive air for special occasions.

3. Include surprise items in the menu from time to time.

IV. Suggestions for Menu Planning:

A. Plan menus that are within the food budget.

1. Make maximum use of foods in plentiful supply.

2. Use standardized recipes and portion control.

3. Balance the use of high-cost and low-cost food items and/or menus within the period of time for which menus are planned.

B. Plan menus for facilities and equipment available.

1. Consider oven, surface cooking, and refrigeration.

2. Consider the number and kinds of serving tools and dishes needed to prepare and serve each menu.

C. Plan menus for the time available.

V. Advantages and Adaptations of Cycle Menus:

A. Advantages of cycle menus:

1. They reduce time one must spend on menu planning.

2. The personnel can become more efficient in cooking skills.

3. The personnel can improve in their use of time.

4. They allow for advance purchasing.

5. They allow for purchasing of same foods in large quantities.

6. The inventory and cost will remain fairly stable.

7. The menus can be modified over a period of time until nearly all of the most highly-accepted foods are included.

B. Adapting cycle menus.

1. Decide on the length of the cycle.

2. Review each menu of the cycle carefully before use to determine whether any changes are needed.

VI. Evaluating Menus:

A. Do the menus contain the required minimum amounts and types of foods for the specific age group?

B. Do menus meet the nutritional goal for vitamins A and C and iron?

C. Are the combinations of foods appealing and acceptable to young children?

D. Are foods varied from day to day? From week to week?

E. Can menus be prepared and served successfully by employees in the time available?

F. Can menus be prepared and served with available facilities and equipment?

G. Has the cost of lunch been considered?

Meal Patterns for Young Children in Child Care Programs

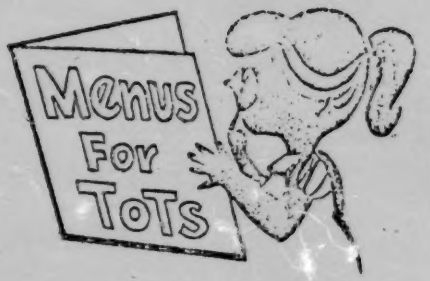
Young children master many skills during their first six years. Learning to eat a variety of foods is one of the most important ones. Those responsible for food service in child care centers should provide the opportunity for children to learn to eat and enjoy a variety of nutritious foods.

As specified in the regulations for the Special Food Service Program for Children, meals or supplements served between meals (snacks) approved for cash reimbursement by USDA shall contain as a minimum the following food components in the amounts listed:

PATTERN	CHILDREN 1 up to 3 years	CHILDREN 3 up to 6 years
BREAKFAST		
Milk, fluid whole	½ cup	¾ cup
Juice or Fruit	¼ cup	½ cup
Cereal and/or Bread,[1] enriched or whole grain		
Cereal	¼ cup	⅓ cup
Bread	½ slice	½ slice
MID-MORNING OR MID-AFTERNOON SUPPLEMENT		
Milk, fluid whole, or Juice or Fruit or Vegetable	½ cup	½ cup
Bread or Cereal,[1] enriched or whole grain		
Bread	½ slice	½ slice
Cereal	¼ cup	⅓ cup
LUNCH OR SUPPER		
Milk, fluid whole	½ cup	¾ cup
Meat and/or Alternate		
One of the following or combinations to give equivalent quantities:		
Meat, poultry, fish, cooked[2]	1 ounce	1½ ounces
Cheese	1 ounce	1½ ounces
Egg	1	1
Cooked dry beans and peas	⅛ cup	¼ cup
Peanut butter	1 tablespoon	2 tablespoons
Vegetable and/or Fruit[3]	¼ cup	½ cup
Bread,[1] enriched or whole grain	½ slice	½ slice
Butter or Fortified Margarine	½ teaspoon	½ teaspoon

[1] Or an equivalent serving of cornbread, biscuits, rolls, muffins, etc. made of enriched or whole grain meal or flour.
[2] Cooked lean meat without bone.
[3] Must include at least two kinds.

Source: A Guide for Planning Food Service in Child Care Centers, Food and Nutrition Service, U.S. Dept. of Agriculture, Washington, D.C., 1971, p. 6.



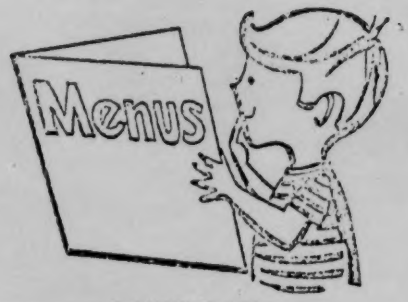
SUGGESTED MENUS FOR YOUNG CHILDREN

Based on Meal Requirements for Children 3 up to 6 years
(For Amounts of Food to Serve Younger Children see page 6)

PATTERN	FIRST DAY	2ND DAY	3RD DAY	4TH DAY	5TH DAY
BREAKFAST Juice or Fruit Cereal or Bread Milk Other food	Orange Juice—½ cup Toast—½ slice Baked Scrambled Egg—2 Tbsp. Grape Jelly Milk—¾ cup	Sliced Banana—½ cup Cornflakes—⅓ cup Milk—¾ cup	Apricot Halves—½ cup Buttered Toast—½ slice Cocoa*—¼ cup	Fruit Cup—½ cup Hard Cooked Egg Half Toast—½ slice Milk—¾ cup	Grapefruit Sections—½ cup Rolled Oats—⅓ cup Milk—¾ cup
A.M. SUPPLEMENT Milk or Juice Bread or Cereal	Milk—½ cup Cinnamon Toast—½ slice	Tomato Juice—½ cup Cheese Toast—½ slice	Milk—½ cup Rice Krispies—⅓ cup	Pineapple Juice—½ cup Toasted Raisin Bread**—½ slice	Grape Juice—½ cup Cinnamon Toast—½ slice
LUNCH OR SUPPER Meat or Alternate Vegetables and/or Fruits Bread Butter/Margarine Milk Other foods	Meatloaf—1½ ounces Green Beans—¼ cup Pineapple Cubes—¼ cup Bread—½ slice Butter—½ tsp. Milk—¾ cup	Baked Chicken—(1½ ounces meat) Mashed Potatoes—¼ cup Peas—¼ cup Carrot Stick Roll**—small Butter—½ tsp. Milk—¾ cup	Chicken-Vegetable Soup—½ cup (1 ounce meat) Peanut Butter and Jelly Sandwich (1 Tbsp. peanut butter) Green Pepper Stick Canned Peaches—¼ cup Milk—¾ cup	Beef Patty—1½ oz. Carrots—⅜ cup Apple Wedge—⅛ cup Whole Wheat Bread—½ slice Butter—½ tsp. Milk—¾ cup Chocolate Pudding—2 Tbsp.	Fish Sticks—(1½ ounces) Spinach—¼ cup Canned Pears—¼ cup Corn Bread—1 square Butter—½ tsp. Milk—¾ cup
P.M. SUPPLEMENT Milk or Juice Bread or Cereal	Mixed Fruit Juice—½ cup Peanut Butter Sandwich—¼	Milk—½ cup Oatmeal Cookie**—1	Apple Juice—½ cup Cheese Toast—½ slice	Milk—½ cup Peanut Butter Cookie**—1 Turnip Stick	Milk—½ cup Rolled Wheat Cookie**—1 Cauliflowerets

*Made with fluid whole milk
**Made with *enriched* flour

Source: A Guide for Planning Food Service in Child Care Centers, Food and Nutrition Service, U.S. Dept. of Agriculture, Washington, D.C., 1971, p. 14.



SUGGESTED MENUS FOR YOUNG CHILDREN

Based on Meal Requirements for Children 3 up to 6 years
(For Amounts of Food to Serve Younger Children see page 6)

PATTERN	6TH DAY	7TH DAY	8TH DAY	9TH DAY	10TH DAY
BREAKFAST Juice or Fruit Cereal or Bread Milk Other food	Apple Juice—½ cup Cheese Toast—½ slice Milk—¾ cup	Orange Juice—½ cup Sweet Roll** Sausage Link Milk—¾ cup	Sliced Peaches—½ cup Buttered Grits—⅓ cup Milk—¾ cup	Applesauce—½ cup Scrambled Egg—2 Tbsp. Buttered Toast—½ slice Cocoa*—¾ cup	Tomato Juice—½ cup Farina—⅓ cup Milk—¾ cup
A.M. SUPPLEMENT Milk or Juice Bread or Cereal	Pineapple Juice—⅓ cup Carrot Sticks—2 Soda Crackers**—2	Banana—½ cup Dry Cereal—⅓ cup Milk—¼ cup	Cranberry Juice—½ cup Buttered Toast—½ slice	Orange Juice—½ cup Muffin**—½ Raisins	Milk—½ cup Soda Crackers**—2 Peanut Butter Honey
LUNCH OR SUPPER Meat or Alternate Vegetables and/or Fruits Bread Butter/Margarine Milk Other foods	Swiss Steak Cubes—1½ ounces meat Mixed Vegetables—¼ cup Orange Sections—¼ cup Bread—½ slice Butter—½ tsp. Milk—¾ cup Rice—2 Tbsp.	Macaroni, Cheese and Ham Casserole—½ cup (1½ oz. meat and cheese) Cabbage—¼ cup Fruit Cup—¼ cup Bread—½ slice Butter—½ tsp. Milk—¾ cup	Baked Liver—1½ ounces Green Beans—¼ cup Tomato Wedge—¼ cup Bread—½ slice Butter—½ tsp. Milk—¾ cup	Spaghetti and Meat Sauce—½ cup (1½ ounces meat) Peas—¼ cup Green Salad—¼ cup French Bread—½ slice Butter—½ tsp. Milk—¾ cup Brownie	Salmon Loaf—1½ oz. Creamed Potatoes—¼ cup Broccoli—¼ cup Roll**—small Butter—½ tsp. Milk—¾ cup
P.M. SUPPLEMENT Milk or Juice Bread or Cereal	Milk—½ cup Raisin Bread**—½ slice	Tomato Juice—½ cup Whole Wheat Muffin—½	Milk—½ cup Vanilla Cookie**—1 Red Gelatin Cubes	Milk—½ cup Cinnamon Toast—½ slice	Fruit Cup—½ cup Cornmeal Cookie**—1

*Made with fluid whole milk
**Made with *enriched* flour

Source: A Guide for Planning Food Service in Child Care Centers, Food and Nutrition Service, U. S. Dept. of Agriculture, Washington, D.C., 1971, p. 13.

CHAPTER VII

MEALTIME ENVIRONMENT

RATIONALE

The mealtime environment affects the nutritional status and well-being of children as much as the foods they eat. An environment must be provided to enable children to develop good food habits, wholesome attitudes toward food, and enjoy a variety of nourishing foods in a pleasant and relaxed atmosphere.

The teacher is the central figure in the mealtime environment and is responsible for providing an environment which will meet the children's needs. The teacher must be familiar with the factors which promote a positive environment and utilize these for the benefit of the children.

ESSENTIAL CONTENT INFORMATION

I. Factors Influencing Food Habits and Patterns of Young Children:

- A. Cultural background.
- B. Socio-economic group.
- C. Individual differences.
- D. Health factors.
- E. Heredity.
- F. Parents.
- G. Availability of foods.
- H. Psychological attitudes toward food.

II. Factors Affecting the Children's Appetite and Food Intake:

A. Individual preferences for food and amounts.

B. Size and body structure.

C. Activity level.

D. Developmental level-"growth spurts."

E. Situation: Do not expect the children to follow the eating routine of the center until they are ready to do so naturally.

III. The Environment at Mealtime:

A. Desirable elements in the physical environment:

1. A bright, well-ventilated, and clean eating area.

2. Comfortable, child-size tables and chairs.

3. Appropriate size plates, cups and utensils.

B. Desirable elements in the social and emotional environment:

1. A relaxed atmosphere.

2. A family-style seating arrangement with an adult who understands the need for pleasant conversation.

3. Small servings.

4. Freedom to move about during mealtime to minimize restlessness.

5. Warm and accepting attitudes.

IV. The Characteristics of an Appropriate Menu:

A. Color---Variations of color of foods planned.

B. Texture---Crisp, smooth, tender, and moist foods should be contrasted.

C. Flavor---Mild or delicate; few strong spices.

D. Temperature---Combine hot, warm, and cold. Serve foods at the temperature they should be.

E. Combination---A single flavor is better received than mixed flavors.

F. Simplicity---Single flavors with varied colors and textures.

G. New Foods

1. Children's likes, dislikes, and favorite foods should be taken into consideration.

2. New foods should be introduced slowly.

3. It is important to include these foods because children need to learn early to try new foods.

V. Guidelines for Establishing a Good Environment at Mealtime:

A. Introduce new foods slowly.

B. Encourage continuous identification and discussion of all foods.

C. Prepare a child for meals by including a handwashing routine and restful activity just before eating.

D. Encourage warm feelings and pleasant conversation between teachers and children.

E. Offer small servings with seconds if desired.

F. Be tolerant of the varied rates of eating and general behavior.

G. Be tolerant of restlessness.

H. Display a positive attitude toward all foods.

I. Encourage independence with children serving themselves.

J. Provide adequate time for meals to be eaten.

CHAPTER VIII

MEALTIME PROBLEMS

RATIONALE

Mealtime problems are a normal part of eating situations. It is the responsibility of the teacher to provide a mealtime environment which will minimize the occurance of problems. A calm, positive attitude on the part of the teacher will promote more positive behavior from the children.

A teacher must then be able to recognize possible causes of problems at mealtime, alleviate the cause, and then correct the problem. Many mealtime problems occur because of excessive demands on the child. It is the responsibility of the teachers to adjust their expectations to each child's developmental level, thus eliminating some conflict of values.

ESSENTIAL CONTENT INFORMATION

I. Prevention of Mealtime Problems:

A. Plan a balanced daily program of activities and experiences.

B. Plan a quiet time just before mealtime.

C. Establish routines so that children know what is expected of them and what will happen next.

D. Give children responsibilities for helping at mealtime.

E. Plan a mealtime environment which promotes pleasant eating experiences.

F. Inform parent-helpers and vistors who eat with the children of the importance of their own mealtime behavior.

G. Know the children both individually and as a group.

II. Resolving Mealtime Problems:

A. Look for the cause---The same behavior in two children may have two different causes.

B. Decide how best to handle the problem on the basis of the cause.

C. Remove the cause if possible.

III. Effective Techniques in Guiding Child Behavior:

A. Focus on "Do's" instead of "Don'ts."

1. Telling children what not to do does not prepare them for what to do or teach them how to handle a situation better.

2. Translating the "don'ts" into "do's" shows a child a more acceptable way to act.

B. Build feelings of confidence.

1. A "can do" feeling enables a child to try new things and to approach school and other life situations with confidence.

2. Direct your action to constructive methods.

C. Change the environment to change behavior.

1. Sometimes changing the environment will solve situations which frustrate children and cause problems.

2. Discuss the environmental elements which cannot be changed.

D. Provide the security of necessary limits.

1. There is a fine line between the effects of too much freedom for a child and not enough freedom.

2. There is security in knowing just how far one can go.

3. Better cooperation is usually received when limits are few, necessary, and enforcable.

4. Limits

   a. Is the limit necessary for the safety or well-being of the child?

   b. Is it necessary for the safety or well-being of others?

   c. Is it necessary for the protection of property?

   d. Is the limit primarily for the convenience of adults?

   e. Is the limit still necessary or has it been outgrown?

   f. Does the limit keep the child from trying things and experimenting?

   g. How can the limit be enforced.

E. Set a good example.

1. Remember that you are a model for behavior.

2. They learn as much, and usually more, from what you do as from what you tell them to do.

3. If you want children to accept new foods, eat them yourself rather than trying to force them to do so.

IV. Factors Which Influence the Choice of Foods and Eating Behavior:

The staff must be sensitive to the various influences which affect a child's reactions to food if it is to help the child learn both enjoy a variety of nourishing foods and to establish good food habits.

A. Cultural factors.

1. Customs of the child's ethnic group.

2. Part of the country in which the child lives.

3. The child's family's food habits and patterns.

B. Economic factors.

1. The quanitity of food available.

2. The quality of food available.

3. The type of food available.

C. Individual differences.

1. In growth rate.

2. In emotional state.

3. In preferences.

V. Mealtime Problems, Possible Causes, and Suggestions for Handling:

A. Refusal to eat.

1. Possible causes:

a. Period of slow growth.

b. Low active level.

c. Illness.

d. Unhappy or tense.

e. Expressing independence.

2. Suggestions:

a. Encourage the child to eat.

(1) Accept a child's decision not to eat, rather than try to force or bribe.

(2) If the child is unhappy or tense about something, attempt to help the child verbalize those feelings.

(3) Offer the guidance and necessary support.

(4) If the child is attempting to express independence, help that child find other ways to meet this need.

B. Dawdling.

1. Possible causes:

a. Eating at different rates.

b. No rush after the edge of hunger is removed.

c. Tired.

d. Seeking attention.

2. Suggestions:

a. Do not hurry children; it will only spoil their pleasure in eating.

b. Allow plenty of time in your schedule for all children to finish their meals unhurried.

c. For the children who are tired, find out the cause.

d. For children who are seeking attention, set a reasonable time limit they can understand.

e. Find other, more constructive ways in which they can obtain the attention they need.

C. Spilling foods.

1. Possible causes:

a. Lack of muscle control. The small muscles and eye-hand coordination are not well developed in the young children.

b. The stage of being messy normally precedes the stage of being neat.

2. Suggestions:

a. Children grow in self-confidence when they can do things for themselves.

b. Provide some finger foods and other foods which can be handled easily with a fork or a spoon.

c. Eating utensils should not have sharp edges and should be small for easy handling.

d. Glasses and pitchers should be of a size appropriate for young hands.

e. Rather than putting pressure on children to be neat, set a good example for them to follow.

D. Playing with food.

1. Possible causes:

a. Learning through firsthand experience.

b. Not hungry.

2. Suggestions:

a. If children are not hungry, they should be given the choice of eating or leaving the table and going on to a quiet activity.

b. Children who are exploring their food through the sense of touch should be allowed to satisfy this need and encouraged to taste the food.

E. Demanding food and/or overeating.

1. Possible causes:

a. Satisfaction of emotional needs through food.

b. Irregular schedule for eating at home.

2. Suggestions:

a. If children are trying to satisfy emotional needs through food, give them more attention.

b. Help them become more actively involved in activities with other children.

c. Remind children who eat irregularly at home that the group will eat together when it's snack time or lunch time.

d. Be patient and help children adjust to the routine of eatin at school.

Г. Wiggling, squirming, or standing.

1. Possible causes:

a. Active and unable to sit still for long periods of time.

b. Overstimulated from the preceeding activities.

c. Anticipation of activities to follow.

2. Suggestions:

a. As long as such children are not interfering with others, do not pressure them to sit still or even sit.

b. Find ways for them to stand up or move about during the meal.

c. If they are overstimulated, plan premeal activities which would help them relax.

G. Food "jags."

1. Possible causes:

a. Asserting independence.

b. Newly-discovered food.

2. Suggestions:

a. Be casual about it.

b. Do not demand that they eat other foods.

c. They are not apt to stay on a "jag" for long.

H. Demanding to be fed by the adult.

1. Possible causes:

a. Insecure.

b. Tired.

c. Fed at home.

2. Suggestions:

a. If children need reassurance, give them more individual attention throughout the day as well as at mealtime.

b. Encourage them to gradually do more for themselves.

c. If children are tired feed them a few bites if necessary.

d. Encourage them to feed themselves.

e. If children are fed at home, consult with the parents.

f. If parents and teachers work togethr, such children should be feeding themselves soon.

I. Behaving aggressively (hitting, kicking, teasing, and biting).

1. Possible causes:

a. New baby at home.

b. Failure to get attention response in more acceptable ways.

c. Testing the teacher.

d. Tired.

e. Angry.

f. Illness.

2. Suggestions:

a. The teacher should be sympathetic to the way such children feel.

b. Help them to verbalize their anger.

c. Be firm in dealing with this behavior. Children need firmness, not punishment.

d. Seat an aggressive child near the teacher so the teacher can help the child control these strong feelings.

J. Eating only dessert.

1. Possible causes:

a. Dessert has been treated as a reward.

b. Testing the teacher.

c. Trying to assert independence.

2. Suggestions:

a. Dessert should be a planned part of the entire meal and not simply a treat.

b. It is better for the child to eat a nutritious dessert than nothing at all.

c. Insisting that child eat the rest of the meal first will only add to the reward value of dessert, make the rest of the meal less desirable, and eventually build resentment; therefore, do not be insistent.

CHAPTER IX

SUPPLEMENTAL FOODS

RATIONALE

Young children, because they are active and growing, often need food supplements between meals. In addition to meeting a nutritional need, these supplements meet a safety need; hungry and tired children tend to be susceptible to accidents.

Snacks are not always nutritious. Planning is necessary if they are to provide more than energy. Snacks should provide foods which are sources of nutrients commonly missing in the diets of young children.

ESSENTIAL CONTENT INFORMATION

I. Nutrients Often Lacking in Children's Diets:

- A. Iron
- B. Vitamin C
- C. Vitamin A
- D. Trace elements---minerals

II. Possible Causes for Nutritional Deficiencies:

- A. Poor eating habits.
- B. Food preparation and storage.
  - 1. Loss of vitamins in preparation.
  - 2. Loss or destruction of nutrients in storage.
- C. Non-availability of foods.

D. Lack of nutrition knowledge.

E. Economic factors.

F. Time factors in preparation of adequate meals.

III. The Importance of Supplemental Foods---Snacks:

A. Needed to meet nutritional requirements:

1. Some nutrients are frequently missing from children's diets.

2. Children are better nourished with frequent, small meals.

B. Needed for additional energy requirements.

1. Active children burn large amounts of energy.

2. Energy is essential for growth.

IV. Recommended Servings of Food Groups:

A. Milk and dairy products:

1. Two to three cups daily.

2. Six ounce serving of milk at each meal.

3. Milk or milk snack once daily.

B. Meat, fish, eggs, and poultry:

1. One to two servings of meat daily.

2. Minimum of five eggs per week.

3. Two to three tablespoons of meat per serving.

4. One to two ounces of meat per serving.

C. Fruits and vegetables:

1. Four to five servings daily.

2. Two tablespoon size servings.

3. One citrus fruit daily.

4. One serving of potatoes daily.

5. One green or yellow vegetable daily.

D. Bread and cereal:

1. Four servings daily, enriched or whole grain.

2. One-third cup serving of cereal.

3. One slice of bread per serving.

V. Supplemental Foods---Snacks:

A. Desirable snacks:

1. Snacks should be simple.

2. Serve foods high in protein, iron, vitamin A, and vitamin C.

3. Serve fruits and vegetables raw when possible.

4. Avoid rich, empty calorie snacks.

5. Snacks should be finger foods when possible.

B. Selection of snacks:

Snacks should be selected from the four food groups and provide nutrients which may be omitted in regularly scheduled meals.

1. Milk and milk products:

   a. Milk.

   b. Chocolate milk.

   c. Hot cocoa.

   d. Eggnog.

   e. Ice cream.

   f. Cottage cheese.

   g. Cheese---cubes or spread.

2. Meat, fish, eggs and poultry:

   a. Lunch meat---cubes, sticks.

   b. Hard cooked eggs.

   c. Miniature meatballs.

   d. Frankfurter rounds.

   e. Ham cubes.

3. Fruits and vegetables:

   a. Juices.

   b. Fruit drinks.

   c. Lemonade.

   d. Raw fruit.

   e. Raw vegetables

4. Bread and cereals:

a. Slices of bread---spread with butter, cheese, peanut butter.

b. Muffins.

c. Cornbread.

d. Toast---buttered or cinnamon.

e. Crackers---graham, saltines, cheese.

VI. Empty---Calorie Snacks:

A. Description:

These snacks should have limited use in the child's diet, due to the lack of nutrients and the excess of calories.

B. Reasons for selection over other foods:

1. Readily available.

2. Convenient.

3. Appealing to appetite.

4. May be inexpensive.

CHAPTER X

FOODS IN THE CURRICULUM

RATIONALE

Learning activities involving food offer a variety of opportunties for teaching science, social studies, math, language arts, health and safety. Teachers need to recognize these opportunities and incorporate them into the curriculum.

Through first-hand experiences, such as cooking or tasting, the child becomes interested in foods and more willing to try new foods or foods prepared in a new way. Concept formation is an integral part of each food experience and can enhance learning in other curriculum areas.

Teachers must carefully plan cooking experiences to enable the children to participate fully. They must also recognize the many places for teaching nutrition and positive eating habits throughout the program. If the teacher provides for these experiences, the child will develop more fully.

ESSENTIAL CONTENT INFORMATION

I. Learning Through Foods:

A. Nutrition education.

1. Food is basic to life and health.

2. Helping the young child to learn to like a variety of foods and to establish good food habits is important.

B. Emotional and social development.

1. Food is often a symbol of love and security.

2. At mealtime, children learn to converse and share their likes and dislikes with others.

C. Language.

1. Numerous new words must be learned to identify and describe food and its preparation.

2. An apple is red, crisp, tart; one can pare, boil, and mash apples to make applesauce.

D. Science.

1. Ingredients sometimes change form when combined, heated or cooled.

2. Learning how foods are grown is also implanting biological information.

E. Mathematics.

1. Measuring ingredients teaching mathematical principles.

2. Keeping time---watching a clock or timer---also reinforces mathematical knowledge.

F. Art.

1. Learning to serve foods attractively encourages creativity.

2. An awareness of colors is further developed.

3. Providing an attractive environment stimulates artistic expression.

G. Social Science.

1. Learning to eat foods from other countries help further sociological knowledge.

2. Learning which foods we eat are raised in other countries helps further economic and geographical awareness.

3. Learning local or cultural food habits increases children's awareness of cultural multiplicity.

H. Safety.

1. Safety awareness is stressed as they learn to peel with the knife edge going away from them.

2. It is also stressed as they are taught to be careful when cooking with heat.

I. Health habits.

1. Washing hands before preparing food or eating stresses health awareness.

2. Cleaing up spills also increases awareness of environmental hygiene.

J. Manners.

1. Learning to eat according to accepted social customs helps develop social/group identity.

2. Yet recognizing various social customs helps develop an awareness of a multi-traditional world.

K. FOOD IS FUN!

II. Developing a Foods Curriculum:

A. Raise questions about foods.

1. Why do we eat?

2. What is a healthy body?

3. What is in food?

4. Where does food come from?

5. Why is food necessary to all living things?

B. Discuss food.

1. Shape

2. Color

3. Texture

4. Taste

5. State of matter

C. Teach basic nutrition concepts.

1. Nutrition deals with the food you eat and how the body uses it.

2. Food is made up of different nutrients needed for growth and health.

3. The same nutrients, but in varying amounts, are needed for all people throughout life.

4. The way food is handled affects the amount of nutrients in food, its safety, appearance, and taste.

III. Learning Experiences and/or Resources for Teaching the Importance of Food to Young Children:

A. Discussion questions for a "Talk Time."

B. Field trips.

C. Bulle''n boards.

D. Games.

E. Songs.

F. Stories.

G. Fingerplays.

H. Flannel boards.

I. Dramatic play.

J. Art.

K. Mealtime/snacks.

L. Cooking experience.

IV. Steps for Cooking Experience:

Cooking experiences are some of the most popular and most successful experiences in teaching young children about food. They also require much planning.

A. Plan for cooking experience:

1. Let the children participate.

2. Select recipe/project with a few steps at first, gradually building on these steps to more complex recipes.

3. Obtain ingredients for the recipe.

4. Obtain the basic equipment (utensils needed to complete the recipe).

a. Measuring spoons (colored, if possible).

b. Knives.

c. Bowls of several sizes.

d. Graduated measuring cups (colored, if possible).

e. Timer or "minute minder."

f. Assortment of pans and cookie sheets.

g. Large mixing spoons, one wooden.

h. Piece of electrical equipment, flexible in use, such as popcorn popper or electric skillet if no stove is available.

B. Prepare for cooking:

1. Post recipe chart where it can be seen easily.

   This chart should include pictures of the utensils needed and pictures illustrating the measurement of ingredients.

2. Prepare tray of needed utensils.

3. Prepare tray of needed ingredients.

4. Have clean sponge and bowl of water available for quick clean-up.

5. Select a small group of children; about five or six is enough for a cooking experience.

6. Wash hands and explain the importance of cleanliness.

7. Clean work surface area.

8. Explain the recipe and all its directions.

9. Show children the proper use of utensils and supervise their use.

10. Explain safety and health hazards.

11. Begin the cooking experience.

C. Cook:

1. Let the children see, smell, feel, and taste the ingredients before they are combined.

2. Let children observe and discuss the contrast, color, texture, size, and shape of the ingredients.

3. Let each child in the group have a part of measuring, combining, and mixing ingredients.

4. Observe and discuss what happens after each ingredient is added and after heat is applied to the ingredients.

5. Use correct words for all utensils, ingredients, procedures, and concepts.

D. Complete project:

1. Let each child participate in clean-up.

2. Let children help serve the food attractively.

3. Let the children taste what they personally have helped make.

CHAPTER XI

ACTIVITY DEVELOPMENT

RATIONALE

Activities for young children must be organized to be effective and require evaluation to determine their effectiveness. Through the use of an activity file card system the individual teacher can better organize his/her time to meet the individual needs of children.

When activity plans are written in a uniform fashion a volunteer, substitute, or aide can become familiar with what is being done. In addition, the file cards provide a useful reference for future teaching of young children.

ESSENTIAL CONTENT INFORMATION

I. Components of an Activity Card.

A. Curriculum Area: e.g., Science.

B. Topic: The theme or area of study, e.g., Plants.

C. Teacher Goal: The overall purpose of the learning activity.

D. Performance Objective: The behavior(s) that the child should be able to perform upon completion of the activity.

E. Materials: A listing of all the items needed for carrying out the activity.

F. Procedure: A sequential listing of all the steps involved in carrying out the activity.

G. Evaluation: A critique of the activity to see whether the performance objectives were accomplished. The evaluation would also include statements useful for future reference about how the activity could be improved, appropriateness to this group level, etc.

II. Setting Up the Activity Card File.

A. A Suggested Curriculum Division.

1. Art.
2. Body Skills.
3. Family.
4. Health.
5. Language.
6. Mathematics.
7. Music.
8. Nutrition.
9. Play.
10. Safety.
11. Science.
12. Self-Concept.
13. Social Science.

B. Procedures for Developing the Activity Card File.

1. Obtain a 5" x 8" file box and file cards.
2. Divide the file into your chosen curriculum divisions.
3. Develop learning activities for each curriculum division to carry out your yearly and weekly program plans.

III. Activity File Card.

Reduced Sample:

Curriculum Area
(Topic)

Teacher Goal:

Objective(s):

Materials:

Procedures:

Evaluation:

SAMPLE ACTIVITY FILE CARD - NUTRITION

Curriculum Area

Nutrition
New Foods

Teacher Goal: Tasting new foods.

Objective(s): Each child will take one bite of a new food, cucumber, served for lunch and tell to what food it tastes similar.

Materials: Regular lunch with new food included.

Procedure: Discuss lunch menu with emphasis on what foods taste like. Point out the cucumber and discuss, speculate, about its taste. Show the cucumber and ways it is served. At lunch, point out the cucumber. Encourage each to taste. Discuss how it tastes and the children's reactions. Do not force children to eat.

Evaluation: A few children had tasted cucumbers previously and would not try it. Some thought it was pickles---show difference next time. Some made faces when they ate it, but wanted more. Good activity.

CHPATER XII

LEARNING ACTIVITIES

RESOURCE UNIT DEVELOPMENT

Develop a file of ten (10) resource units for teaching various concepts of nutrition. These units should be written on 5" x 8" cards for use with the activity file cards which specify the information for teaching the concepts.

Each resource unit will include the "Resource Unit Card" and "Activity File Cards" for teaching the concept. (Use the standard "Resource Unit Card" and the standard "Activity File Card" developed for the CDA program.)

TO BE TURNED IN:

Duplicates of the ten "Resource Unit Cards."

NOTE: Activity File Cards to teach the concepts listed on the "Resource Unit Cards" should be developed, but are not to be turned in as a part of this assignment.

RESOURCE UNIT CARD

(Reduced Sample)

Learning Center:			Curriculum Area:		
Concept	Books, Stories, Films	Poems, Finger-plays	Songs, Rhythms, Records	Dramatic Play Themes	Outdoor Activities

(Reverse Side)

Learning Center:			Curriculum Area:		
Concept	Art Activities	Field Trips	Cooking Experiences	Community Visitors	Other

NUTRITION RESOURCES INVENTORY

Take an inventory of the materials that you presently have in your room that can be used in the child's learning of nutrition concepts. Write down at least ten of these. Then do the following with each of the ten items:

1. State the nutrition concept that a child could learn with that item.

2. Briefly describe the way in which the item could be used (by the teacher or the child) for learning that nutrition concept.

The format for this assignment is illustrated on the following page.

TO BE TURNED IN:

Your completed inventory form.

Learning Activity #2
(Continued)

Material	Concept to be Learned	How the Item Will be Used for Learning

RESOURCE INVENTORY ADDITIONS

Refer to Learning Activity #2: Nutrition Resource Inventory. Think of other materials that could be added to expand your nutrition center, and write these down on the attached form.

Select ten of these items, and write beside each the nutrition concept that could be taught and the way the item could be used for learning the concept.

TO BE TURNED IN:

Your completed Inventory Additions Form.

Material to be Added	Concept to be Learned	How the Item Will be Used for Learning

Learning Activity #3
(Continued)

LEARNING CENTER - NUTRITION

Evaluate the learning center for nutrition in your classroom according to the criteria listed on the attached form. If the center is not currently being used, evaluate it when it is in operation.

To complete the assignment, refer to the qualities found in a good learning center and your resource inventory.

TO BE TURNED IN:

The completed evaluation form of the learning center.

OBSERVATION GUIDE FOR LEARNING CENTERS

I. Interest Centers (general)

A. List the interest centers you see.
B. Are they easily identified? How?
C. Are the quiet centers separated away from the noisy areas?
D. Are they attractive and inviting?
E. Which has attracted the most children? Fewest?

II. Materials and Equipment

A. Is there a good variety?
B. Are materials available to the children?
C. Are they appropriate to the development needs of the children?

III. Pupil-Teacher Interaction

A. What is the pupil-teacher ratio?
B. Do the children behave well when the teacher is looking and badly when the teacher is not watching? Which ones?
C. Does the teacher ever physically express affection for the children?
D. Are concern and understanding expressed for the overly-aggressive child? Tell about it.
E. Are there any "loners" among the children? Who? Can you explain their behavior? Do you notice any adult interaction with these children?
F. Look for positive guidance techniques which are used.
G. How are transition times handled?

1. Is there an advance notice given?
2. Were the children lined up or did they move naturally under supervision?
3. How were the slower children handled?

IV. Nutrition Learning Center

A. What learning centers are available?
B. Is there a nutrition center?
C. Is it arranged as a distinct learning center within the environment?
D. Is it together or separate from similar areas?
E. Are there materials available for experiences in the nutrition center?
F. Is the center arranged to allow the child to explore independently?
G. Is the center attractive and inviting?
H. Is there anything in it that could serve to stimulate curiosity?
I. Are there currently nutrition experiences for self-selected activities?
J. Are there currently-planned nutrition experiences for group activities?
K. List all the equipment that you see in the nutrition center. Are many children attracted to it? Can you suggest any additions or improvements?

V. Physical Setting

A. Draw a diagram of the room, locating all learning centers. Specifically note the placement of the nutrition center.

B. What changes could be made in the room to improve the physical arrangement and utilization of the nutrition center? Be specific.

ACTIVITY FILE CARDS

Develop at least ten (10) activities for children in nutrition. Use the uniform activity file card developed by the CDA program for writing up your activities.

(Reduced Sample Card)

Curriculum Area
(Topic)

Teacher Goal:

Objective(s):

Materials:

Procedures:

Evaluation:

TO BE TURNED IN:

Duplicates of the ten activity cards, after the activities have been presented.

CONSTRUCTION OF VISUAL AIDS

A. Instructions

1. Construct a visual aid for nutrition.

2. The visual aid will be used for teaching a concept from one of the activity file cards that you developed for Learning Activity #5.

B. Evaluation

After your visual aid has been used, evaluate it according to the following:

a. Effectiveness in teaching the stated goal and concepts for the content area, according to your activity file cards.

b. Attractiveness, durability, originality.

TO BE TURNED IN:

1. A neatly-written description and sketch of the visual aid.

2. A neatly-written description of your evaluation of the visual aid.

COMMUNITY VISITOR - NUTRITION

Invite a person in a nutrition profession from your community to come to your center to talk about or teach some aspect of nutrition. This person could be a dietician, a cook, a grocer, etc.

EVALUATION:

After the person has talked to your class, evaluate the effectiveness of the presentation according to the following:

1. Did the theme of the nutrition professional's visit fit into your program for the week?

2. Did you prepare the children well enough beforehand so that they benefitted from the visit?

3. Did you prepare the professional for the visit so that he/she was able to communicate well with the children?

4. Give an example of one child's behavior which showed that he/she learned something from the guest.

5. Could you have done anything differently in preparing for your guest that would have made the visit more effective for the children?

6. What follow-up activities have you done to reinforce the principles or concepts presented by the visitor?

TO BE TURNED IN:

A written evaluation of the visit of a nutrition professional to your classroom, which includes items 1 through 6 of Evaluation, plus any other important information.

PLANNING AND CONDUCTING A FIELD TRIP FOR YOUNG CHILDREN

All students are to plan and conduct a field trip for the various groups of preschool children by completing the following steps:

A. Select and plan a field trip appropriate for your group of preschool children, according to the criteria given for their learning of nutrition concepts.

B. Write a report, in outline form, describing what you did for each step.

C. Fill out the safety checklist (attached).

D. Discuss, in a short paragraph, how your planning for the trip could have been improved.

TO BE TURNED IN:

1. A report, in outline form, on a field trip which you actually conducted with your children.

2. A short paragraph describing how your planning could have been improved.

3. Safety checklist.

HOW TO PLAN A FIELD TRIP

1. Decide on the purpose of the field trip (in this case, the children's learning of nutrition concepts), and decide whether this is the best way for achieving your learning goal. Among the general questions to ask yourself in regard to a field trip are the following:

   a. Is the length of time required appropriate for the age of the children? Will their routines of eating and sleeping be disturbed? Will they become overtired?

   b. Are the learning experiences to be gained appropriate for the age of the children?

   c. Is this an experience that the children have already had with their parents?

   d. Is the security of any child going to be threatened by leaving school with a stranger who might be helping with the field trip?

2. When a field trip is decided upon as an effective way for helping the children learn certain concepts or gain specific understandings, then list and clarify the objectives for the trip.

3. Select appropriate destination.

4. Obtain administrative approval. Investigate and observe school policies.

5. Contact the place to be visited. Get the name of your contact and discuss the following:

   a. Date
   b. Time of arrival
   c. Duration of trip
   d. Size of group (number of children and adults)
   e. Purpose of trip

6. Make a preliminary visit to gain a better understanding of what the location has to offer. Checklist for preliminary trip:

   a. Anticipate safety hazards
   b. Outline itinerary
   c. Obtain available materials (brochures, literature or pictures)
   d. Determine whether the site fulfills the purposes of the trip
   e. Make detailed plans

7. Confirm the trip by letter or telephone.

8. Obtain written permission from parents. Use forms which state that you will take every reasonable precaution to safeguard the child, but should any unavoidable accident occur, the parent will not hold you or the center responsible. Also, include the following information in "A letter to the parents":

   a. Date
   b. Time
   c. Destination
   d. Means of transportation
   e. The need for money, snack or sack lunch
   f. Appropriate clothing

9. Plan with the children. Tell them beforehand about the trip. This depends on the age of the children and how "big" or important the trip is. Yet never announce it more than two (2) weeks ahead, even for five-year-olds. Stimulate their curiosity by asking open-ended questions, showing appropriate pictures, posters or objects. Draw out questions from them on what they would like to find out. If you use a calendar with the children, let them mark it to indicate the day of the trip. Every day let the children count up to see how many more days until the trip.

10. Arrange transportation. If private cars are used, be sure that the parents have adequate liability insurance. Arrange to have two adults in each car, with one in the back seat. If the children are walking, the number of adults will vary according to the children's ages--with three-year-olds, one adult to two children; with four- and five-year-olds, one adult to four children.

11. Plan again with the children before departure. Use the following checklist:

    a. Dress (button-up, shoes tied)
    b. Name tags (if used)
    c. Behavior on bus or in cars
    d. Courtesy while there
    e. Safety rules
    f. Everyone go to the bathroom

12. After the trip:

    a. Make sure parents sign volunteer sheet.
    b. Talk about the trip with the children.
    c. Plan and execute follow-up activities.
    d. Make your own evaluation of the trip.

        1. Were questions (formulated before the trip) answered?
        2. Were there other questions that coul. have been asked, but were not?
        3. Did the trip meet your objectives?

    e. Write thank-you letter to the host.

SAFETY CHECKLIST FOR TEACHERS PLANNING AN EXCURSION

		YES	NO
1.	Did you plan the trip carefully with the class and with all adults accompanying the children?	____	____
2.	Did you make arrangements for the children to get to their homes safely if the trip should extend longer than planned?	____	____
3.	Are the drivers licensed, competent and insured? Are the vehicles in good condition and insured?	____	____
4.	Did you instruct the children about their conduct in a vehicle? (No moving around once vehicle starts, no hands or arms out windows, no throwing things out windows, remaining in seats.)	____	____
5.	Do children have proper means of identification? (Badge, ribbon, I.D. card, buddy system, group leader, patrols.)	____	____
6.	Do you plan a roll call at various times during the trip?	____	____
7.	Do you have enough adults to supervise the group?	____	____
8.	Do you have a first aid kit with you, and a person trained in administering first aid?	____	____
9.	Did you double check to make sure all pupils going on the trip have signed permission slips on file?	____	____
10.	Did you inform your children to dress for the occasion and for the weather?	____	____
11.	Will there be sufficient time to make the return trip during normal attendance time?	____	____

		YES	NO
12.	Did you make it clear to the group ahead of time that if anyone should be separated from the group, all should meet at a certain time and at a designated place?	____	____
13.	Have you made it clear that you will not permit undesirable behavior during the trip?	____	____
14.	Do you know what to do in event of accident or illness while on the trip?	____	____
15.	Have you checked loading and unloading areas?	____	____
16.	Has special provision been made for handicapped pupils?	____	____
17.	Have pupils made a code of safety for use on field trips?	____	____
18.	Have you planned an evaluation of the trip from the standpoint of safety?	____	____

MEETING INDIVIDUAL NEEDS THROUGH NUTRITION

Nutrition activities have many purposes. It is the teacher's responsibility to develop and make available a variety of creative experiences to meet individual needs of children.

On the attached form, list the type activity, the need to be met, and the reason for selecting the activity for each type of child.

TO BE TURNED IN:

Your completed form.

Type Child	Activity	Need Met	Reason
Meticulous (concerned with staying clean)			
Withdrawn			
Non-Verbal			
Aggressive, Over-Active			
Skilled in Fine Motor Development			
Skilled in Large Motor Development			
Unskilled in Fine Motor Development			
Unskilled in Large Motor Development			

Learning Activity #9
(Continued)

VALUES OF ACTIVITIES

Evaluate the ten activities you completed in Learning Activity #5 according to the attached form.

TO BE TURNED IN:

Ten completed forms on the activities.

VALUES OF ACTIVITIES

Activity Observed_____

1. Of what value was this experience for the total development of the child? CHECK ONLY THOSE VALUES THAT THIS ACTIVITY WOULD PROVIDE FOR THE CHILD.

a.	Sensory experience	_____
b.	Exploration	_____
c.	Satisfaction and enjoyment	_____
d.	Self-expression	_____
e.	Manipulation	_____
f.	Emotional release	_____
g.	Exercise imagination and initiative	_____
h.	Good work habits	_____
i.	Learning experience	_____
j.	Skill and concentration	_____
k.	Eye-hand coordination	_____
l.	Harmony, rhythm and balance	_____
m.	Insight into own feelings	_____
n.	Development of large muscles	_____
o.	Development of small muscles	_____

2. Can you think of any other values that this activity could provide for young children? Please list.

3. For what age level do you think this activity is most appropriate? Why?

4. What variations of this activity could you use in your classroom? Please describe two.

   a.

   b.

EVALUATION OF

NUTRITION ACTIVITIES IN THE PROGRAM

Visit a child development or day care center and observe its activities relating to nutrition. Evaluate what you observed according to the questions on the attached form.

TO BE TURNED IN:

Your completed form.

NUTRITION ACTIVITIES IN THE PROGRAM

EVALUATION

1. Did the nutrition activities fit into the daily schedule in terms of active and quiet periods?

2. Did the activities involve the entire class, two or three small groups, one small group, or individual children only?

3. Were the children motivated? That is, did the teacher arouse their interest first?

4. Did each activity appear to be suitable to the developmental level of each child?

5. Did the teacher give needed help (as with how to handle tools), or enough structure to the activity, but not to the extent of unduly restricting creative expression?

6. Did the teacher use any direct guidance? Was it verbal or physical?

7. Did the teacher use any reinforcement techniques? Give exact quote.

8. Did the children appear to enjoy the activity?

9. Were they being creative? What evidence was there?

10. Were the children given an opportunity for exploration with the nutrition medium?

11. Did the children appear to be getting satisfaction and enjoyment from this activity?

12. What other benefits can you name from this learning activity?

STORIES FOR NUTRITION

Select three children's stories which contain concepts of nutrition. Read these stories to your class and evaluate each one according to the following evaluation form.

TO BE TURNED IN:

Your completed evaluation forms.

EVALUATION

CHILDREN'S BOOKS

TITLE:
AUTHOR:
CONCEPT:

	Fair	Good	Excellent
Was it interesting?			
Was its length appropriate (5 to 15 minutes)?			
Were the pictures simple and appealing?			
How well did it teach the concept?			

Your comments:

MEALTIME OBSERVATION

During mealtime, observe one child who has for some time presented one type of mealtime problem, such as overeating, refusing to eat, dawdling, misbehavior, etc., and write an evaluation of your observation, answering the following questions:

1. What is this child's mealtime problem?
2. What do you think might be the cause of the problem?
3. What possible solutions might there be for this problem?
4. What might <u>you</u> do to help this child?

TO BE TURNED IN:

Your written evaluation, answering questions 1 through 4.

CONSTRUCTION OF RECIPE CHARTS

Construct two (2) recipe charts for cooking experiences, using pictures and words for directions. Construct the recipe charts according to the following steps:

1. Draw or cut out pictures of the ingredients and utensils to be used.

2. Attach pictures and print words on large pieces of poster board. This should be done step-by-step so that the recipes will be easy for the children to follow. The charts should be large, and the colors of the utensils should match those available in the center.

With guidance from the teacher, the children can follow the recipes to prepare the food for the cooking experience.

TO BE TURNED IN:

A description and sketch of each recipe chart.

USING RECIPE CHARTS FOR COOKING EXPERIENCES

Using the two recipe charts which you constructed in Learning Activity #14, plan and present two cooking experiences.

The attached page contains some suggestions for successful cooking experiences with young children.

TO BE TURNED IN:

A written description of both cooking experiences.

SUGGESTIONS FOR COOKING EXPERIENCES

1. Children with food allergies should be identified. Post a list of the names of children who are allergic, along with the foods they cannot eat. Some of the more common foods to which preschoolers are allergic are milk and milk products, juices with high acid content (such as orange or grapefruit juice), chocolate, eggs and nuts.

2. Be very cautious when preparing or serving foods which might cause choking, especially nuts, raw carrots, celery and popcorn. Children should always sit down to eat.

3. Limit the number of children to avoid crowding and to allow for adequate participation by each child.

4. Use low work tables and chairs.

5. Use unbreakable equipment whenever possible.

6. Have enough tools and utensils for the children.

7. Do not let children stand on chairs to reach the stove. Adults should do the cooking over the burners. Turn pot handles away from the edge of the stove. Whenever possible, use electric fry pans or pots on a table at the children's level so they can help with the cooking, reminding them that these utensils are hot.

8. Use blunt knives or serrated plastic knives for cutting cooked eggs, potatoes, bananas, etc. Use vegetable peelers only after demonstrating and supervising carefully.

9. Have only the necessary tools, utensils and ingredients at the work table. All other materials should be removed as soon as they are no longer needed.

10. Pre-plan the steps of the cooking project and discuss the plans with the children before beginning. Such plans should be clear about what the children are expected to do and what the adults will do before the cooking materials are made available to them.

11. Long hair should be pulled back and fastened; floppy clothing and cumbersome jackets should be removed. Aprons are not essential but helpful.

12. Wash hands before beginning.

13. Inexperienced children should begin with simple recipes requiring little cooking.

14. Allow plenty of time for discussing, looking at, touching, tasting and comparing. Use every step in the cooking project as an opportunity for the children to expand their learning.

Source:

Croft, Doreen J. and Robert D. Hess. An Activities Handbook for Teachers of Young Children. New York: Houghton Mifflin Company, 1972.

RECIPE FILE DEVELOPMENT

Develop a file of at least ten (10) recipes to present as cooking experiences with children. Each recipe card should include the following:

1. Ingredients
2. Utensils needed
3. Directions

On the back of each recipe, list three concepts that can be taught when the children use the recipe for a cooking experience.

TO BE TURNED IN:

Duplicates of the ten recipe file cards.

PLANNING COOKING EXPERIENCES

Cooking experiences for children should be planned to enable the children to complete as many tasks as possible. Plan and present two cooking experiences with the children according to the following steps:

1. Select a recipe for each cooking experience.
2. Plan the cooking experiences according to the attached outline.
3. Design and construct recipe charts to illustrate the recipes.
4. Present the cooking experiences.

TO BE TURNED IN:

The completed "Planning" outline (on the attached page) and a sketch of your recipe charts.

PLANNING COOKING EXPERIENCES

Name:_____

1. Recipe:_____

2. Ingredients needed (list):

3. Equipment needed:

4. List and describe each step you will take in preparing for and conducting a cooking experience.

5. What safety or health rules, if any, do you need to discuss with the children before beginning your cooking project?

6. List the concepts a child could learn from this cooking experience.

EVALUATION OF MENUS

Select a one-week set of menus, used in your center, for evaluation. Include all meals and supplements served each day.

Complete the attached form about each meal and supplement. Review your evaluation and answer the following questions:

1. Does the menu contain the USDA's required minimum amounts and types of foods for the specific age group?

2. Do menus meet the nutritional goal for vitamins A and C, and iron?

3. Are the combinations of foods appealing and acceptable to young children?

4. Are foods varied from day to day? From week to week?

5. Can menus be prepared and served successfully by employees in the available time?

6. Can menus be prepared and served with available facilities and equipment?

7. Has the cost of lunch been considered?

TO BE TURNED IN:

Your completed form and a written evaluation, answering questions 1 through 7.

MENU EVALUATION WORKSHEET

Breakfast Items	Food Used	Vitamin A	Vitamin C	Iron	Does the menu meet USDA requirements? If not, make suggestions for necessary changes or additions.	Is the menu planned for children? Is it planned for eye appeal and acceptability to children? If not, what changes would you make, and why?
Fruit or Juice						
Bread or Cereal						
Milk						
Other Foods						
Supplement Items						
Milk or Juice or Fruit or Vegetable						
Bread or Cereal						
Other Foods						
Lunch Items						
Meat or Meat Alternate						
Vegetable or Fruit-1						
Vegetable or Fruit-2						
Bread						
Milk						
Other Foods						

CONSTRUCTION OF A CHART: CHILDREN AS HELPERS

When children take an active part in helping to set the table and/or clean the eating area after meals, they will feel a sense of personal satisfaction and will also take more interest in meals or snack times.

A helper chart has many values. There is never any question as to whose turn it is to help. The chart assures each child of an equal opportunity for responsibility for the various tasks. It will help the children learn to recognize their written names, as well as the names of other children.

Construct a "Helper Chart" according to the following steps:

1. Determine the number of tasks related to eating situations for which the children can be responsible.

2. On a chart, label each of these tasks with words and pictures. Include the meal or snack when each task will be performed.

3. Cut out a representation for each child and print each child's name on one. Be more creative than squares or rectangles.

4. Rotate the children's names on the chart so that each child gets to do each task at each mealtime situation throughout a cycle that you determine.

TO BE TURNED IN:

A sketch of the chart with the tasks, etc., and a sketch of what will represent each child.

PLANNING AND CONSTRUCTION OF CENTERPIECES

Plan and construct two centerpieces for use in your classroom. They can be made of any suitable materials, such as fresh fruits or vegetables, other foods, wood, metal, food models, etc. Write an evaluation of each centerpiece, including the following items:

1. Describe each centerpiece, including a list of all materials used.
2. State the nutritional concept taught with each centerpiece.
3. List the motivating questions discussed with the children.
4. Describe each centerpiece's use, appropriateness to children, durability, creativity, and teaching of concepts.
5. Describe the nutrition concepts the children were taught and the effectiveness of the centerpiece for doing this.

TO BE TURNED IN:

1. A sketch and description of each centerpiece.
2. A written evaluation of each centerpiece, which contains items 1 through 5.

CHAPTER XIII

SUPPLEMENTAL MATERIALS

NUTRITION FOR YOUNG CHILDREN

SUPPLEMENTAL MATERIALS

BOOKS - REFERENCE

1. Ambron, Sueann.
Child Development.
San Francisco: Holt, Rinehart and Winston, 1975.

2. Berg, A.
The Nutrition Factor.
Washington, D. C: The Brookings Institute, 1973.

3. Croft, Karen.
The Good for Me Cookbook.
San Francisco: R & T Research Association, 1967.

4. Draper, M. Wanda and H. E. Draper.
Caring for Children.
Peoria, Illinois: Charles A. Bennett Company, Inc., 1975.

5. Ferreira, Nancy J.
The Mother-Child Cookbook.
Menlo Park, California: Pacific Coast Publishers, 1969.

6. Frost, J. L. and Glenn Hawkes.
The Disadvantaged Child.
Burlington, Maryland: Houghton Mifflin Company, 1970.

7. Goldblith, S. A. and M. A. Joslyn, eds.
Milestones in Nutrition.
Westport, Connecticut: AVI Publishing Company, 1964.

8. Goodwin, Mary T. and Gerry Pollen.
Creative Food Experiences for Children.
Washington, D. C: Day Care and Child Development Council of America, 1974.

9. Guthrie, Helen Andrews.
Introductory Nutrition.
St. Louis, Missouri: C. V. Mosby Company, 1975.

10. Hess, Robert D. and Doreen J. Croft.
An Activities Handbook for Teachers of Young Children.
Boston: Houghton Mifflin Company, 1972.

11. Hildebrand, Verna.
Introduction to Early Childhood Education.
New York: Macmillan Publishing Company, 1971.

12. Hoff, Johan E. and Jules Junick.
Food (Introduction), Readings from Scientific American.
New York: W. H. Freeman and Company, 1973.

13. Hueneman, R. L., et al.
Teen-Age Nutrition and Physique.
Springfield, Illinois: Charles C. Thompson, 1974.

14. Latham, M. C.
Present Knowledge of Nutrition.
New York: Nutrition Foundation, Inc., 1967.

15. Leverton, Ruth.
Food Becomes You.
Ames, Iowa: Iowa State University Press, 1965.

16. Martin, Ethel Austin.
Nutrition in Action.
New York: Holt, Rinehart and Winston, 1971.

17. Mayer, J.
Overweight Causes, Cost and Control.
Englewood Cliffs, New Jersey: Prentice-Hall, 1968.

18. Mayesky, Mary, et al.
Creative Activities for Young Children.
New York: Delmar Publications, 1975.

19. Nutrition Almanac.
New York: McGraw-Hill, 1975.

20. Reed, Robert and Kathy Reed.
We Care Cookbook.
Saratoga, California: We Care Cookbook, 1972.

21. Sears, Kaye.
Nutrition Education for Young Children.
Oklahoma City: MCH Service, State Department of Health, 1974.

22. Sunderline, Sylvia, ed.
Nutrition and Intellectual Growth in Children.
Washington, D. C: Association for Childhood Education International, 1969.

23. Taylor, Barbara J.
A Child Goes Forth.
Provo, Utah: Brigham Young University Press, 1975.

24. Wayler, Thelma F. and Rose Klein.
Applied Nutrition.
New York: Macmillan Publishing Company, 1965.

25. Wohl, Michael and Robert Goodhart, eds.
Modern Nutrition in Health.
Philadelphia: Lea and Febiger, 1968.

PAMPHLETS: MAJOR SOURCES

Children's Bureau Publications
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

1. Feeding the Child with a Handicap.
   $ .60

2. Food for Groups of Young Children Cared for During the Day.
   $ .25

3. Nutrition and Healthy Growth.
   $ .20

4. Your Child from One to Six.
   $ .20

Child Study Association of America
9 East 89th Street
New York, New York 10028

5. Some Special Problems of Children Aged Two to Five.
   $ .75

Consumer Information
Public Documents Distribution Center
Pueblo, Colorado 81009

6. Family Fare - A Guide to Good Nutrition.
   $1.00

Gerber Products Company
P. O. Box 33
Fremont, Michigan 49412

7. Food for Baby and Mealtime Psychology.
   Free

8. How Does Your Baby Grow?
   Free

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

9. Cooking is Fun.
   $ .30

10. Feeding Little Folks.
    $ .25

11. How Your Body Uses Food.

Office of Child Development
Project Head Start
P. O. Box 1182
Washington, D. C. 20013

12. Rainbow Series - Project Head Start.

Ross Laboratories
Columbus, Ohio 43216

13. Your Child's Appetite.
    $ .20

Dr. Harold Sandstead
U. S. Department of Agriculture
Human Nutrition Research Laboratory
Grand Forks, North Dakota 58201

14. Nutritional Deficiencies in Disadvantaged Preschool Children: Relationship to Mental Development.
Sandstead, Harold, M. D., et al.
Free

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

15. Keeping Food Safe to Eat.
$ .25

AUDIO-VISUAL RESOURCES: MAJOR SOURCES

FILMS

Audio-Visual Center
Oklahoma State University
Stillwater, Oklahoma 74074

1. Digestion and the Foods We Eat. Rental: $1.70
Color, 9 minutes.
Explains the need for a well-balanced diet in order to remain healthy; points out that a good diet provides the right amounts of proteins, fats, carbohydrates, vitamins and minerals. Shows foods that are rich in these basic materials and suggests a balanced diet. Shows the process of preparing this food.

2. Eating Can be Fun. Rental: $2.50
Color, 22 minutes.
Discusses the different eating habits of children, as well as techniques which adults can use to encourage children to eat all the food they should.

3. Health - Food and Nutrition. Rental: $4.15
Color, 11 minutes.
Discusses the importance and function of the four basic food groups and their relationship to healthy growth.

4. Nutritional Needs of Our Bodies. Rental: $4.15
B/W, 11 minutes.
Covers the four general groups of foods, the six nutrients which they contain and what the nutrients supply to the body.

5. Vitamins in Fact and Fancy. Rental: $5.75
B/W, 29 minutes.
Tells how vitamins were discovered and explains their importance to proper development; uses film clips of animals to show results of vitamin deficiency.

Modern Talking Picture Service
2323 New Hyde Park Road
New Hyde Park, New York 10040

6. Jenny is a Good Thing. Free on loan
Film and guide in English or Spanish.
Demonstrates nutrition in Head Start.
Comes with accompanying guide.

New York University Film Library
26 Washington Place
New York, New York 10003

7. And then Ice Cream. Rental: $7.00
B/W, 11 minutes.
Shows children of two distinct eating types in nursery school, and the response of adults to their eating habits.

8. Food and Maternal Deprivation. Rental: $8.50
B/W, 20 minutes.
A film which presents research on the effects of maternal deprivation; children between the ages of ten months and four years are shown. Not for beginning audiences.

Oklahoma State Department of Health — Free on loan
Film Library
N. E. 10th and Stonewall
Oklahoma City, Oklahoma 73105

9. And One to Grow On.
Color, 12 minutes.
Shows children the need for proper nutrition and for eating sufficient amounts of food.

10. Eat for Health.
Color, 11 minutes.
A new approach in teaching children to eat a well-balanced diet.

11. Food: The Color of Life.
Color, 23 minutes.
Designed to reinforce the viewers' appreciation of nutrition as a science, this film depicts food as part of nature's self-replenishing cycle that serves the uninterrupted continuity of life. About food and life, nature and color, man and decisions.

12. Four Food Groups.
Color, 11 minutes.
Nutrition and science; nutrient values.

13. Hungry Angels.
Color, 20 minutes.
Three Guatemalan children born on the same day in the same maternity ward are followed through the first years of their lives. Shows the fight for life when malnutrition results from ignorance and superstition.

14. Nutritional Needs of Our Bodies.
Color, 11 minutes.
Using photomicrography, laboratory animals and animation, this film shows how food provides the body's basic needs. The student will learn about the four general groups of food.

15. Your Food.
B/W, 12 minutes.
Live action and animated puppets are used in a discussion of the nature and function of the basic food elements.

School Board of Broward County
Instructional Television Center
6600 S. W. Nova Drive
Fort Lauderdale, Florida 33314

16. Cooking in Kindergarten. Available on loan
Color, 15 minutes.
This film shows children involved in cooking experiences. Learning experiences in mathematics, science, social science and language arts that are possible through cooking activities are shown.

FILMSTRIPS

Bank Street Films
267 West 25th Street
New York, New York 10001

1. Children Can Cook. Price: $14.00
   Filmstrip with record.
   This presentation was developed and narrated by a preschool teacher. The pictures of her center show children's involvement with food and nutrition activities in a natural developmental process with a skilled teacher's direction. Excellent for use with classroom staff.

Parents' Magazine Films, Inc.
52 Vanderbilt Avenue
New York, New York 10017

2. Food and Nutrition. Price: $58.00/set
   Set of five filmstrips and three cassette tapes.
   Explains why proper food and nutrition are essential to the healthy development of children. Begins by focussing on the diet of the pregnant woman, and goes on to discuss the nutritional needs of young children.

U. S. Department of Agriculture
Photography Division
Office of Information
Washington, D. C. 20250

3. How Food Affects You. Price: $13.00/set
Slide set with script.
This presentation stresses the body's need for key nutrients, and how these nutrients are used by the body. The Daily Food Guide is stressed to insure a variety of nutrients.

Visual Communication Office
412 Roberts Hall
Cornell University
Ithaca, New York 14850

4. How Children Learn About Food. Price: $4.00
Slides with guide.
Depicts various situations which may arise when children are eating. An excellent tool to encourage discussions among those who guide young children as they establish their food habits.

CHILDREN'S BOOKS

1. Allee, Vera.
   About the Vegetables on Your Plate.
   Chicago: Melmont, 1962.

2. Beck, Barbara.
   The First Book of Fruits.
   New York: Franklin Watts, Inc., 1967.

3. Berg, Jean H.
   Baby Susan's Chickens.
   New York: Wonder Books, 1951.

4. Boyles, Trudy and L. MacMartin.
   Popcorn Party.
   New York: Rand McNally, 1952.

5. Brown, Myra.
   Company's Coming for Dinner.
   New York: Franklin Watts, Inc., 1959.

6. Collier, Ethel.
   Who Goes there in My Garden?
   New York: Young Scott, 1963.

7. Curry, Nancy.
   An Apple is Red.
   Glendale, California: Bowmar Publishing Company, 1967.

8. Darby, Gene.
   What is a Chicken?
   Chicago: Benefic Press, 1958.

9. Darby, Gene.
   What is a Cow?
   Chicago: Benefic Press, 1963.

10. Darby, Gene.
What is a Fish?
Chicago: Benefic Press, 1958.

11. Darby, Gene.
What is a Plant?
Chicago: Benefic Press, 1958.

12. Dickinson, Alice.
The First Book of Plants.
New York: Franklin Watts, Inc., 1953.

13. Fenton, Carrol.
Plants that Feed Us.
New York: John Day, 1956.

14. Green, Mary.
Everybody Eats.
New York: Young Scott, 1961.

15. Hastings, Evelyn.
The Dairy.
Chicago: Melmont, 1958.

16. Jordan, Helene J.
Seeds by Wind and Water.
New York: Thomas Y. Crowell, 1962.

17. Kraus, Ruth.
The Carrot Seed.
New York: Harper and Row, 1945.

18. Kraus, Ruth.
The Growing Story.
New York: Harper and Row, 1947.

19. Martin, Dick.
The Apple Book.
New York: Golden Press, 1964.

20. Martin, Dick.
The Fish Book.
New York: Golden Press, 1964.

21. McCloskey, Robert.
Blueberries for Sal.
New York: The Viking Press, 1966.

22. Payton, Evelyn.
Farm Helpers.
Chicago: Melmont, 1958.

23. Podendorf, I.
The True Book of Plant Experiences.
Chicago: Children's Press, 1960.

24. Rothschild, Alice.
Fruit is Ripe for Timothy.
New York: Young Scott, 1963.

25. Schloat, Warren.
Milk for You.
New York: Charles Scribner, 1951.

26. Selsam, Millicent E.
All About Eggs.
New York: William R. Scott, 1952.

27. Selsam, Millicent E.
Seeds and More Seeds.
New York: Harper and Row, 1959.

28. Smith, Laura and Ernie Smith.
Things that Grow.
Chicago: Melmont, 1958.

29. Travers and Miller.
Growing Oranges.
Chicago: Melmont, 1958.

30. Wall, Gertrude.
Gifts from the Grove.
New York: Charles Scribner, 1955.

31. Watson, Aldren.
My Garden Grows.
New York: The Viking Press, 1963.

32. Webber, Irma E.
Bits that Grow Big.
New York: William R. Scott, 1959.

33. Webber, Irma E.
Up Above and Down Below.
New York: William R. Scott, 1943.